SED/EED 1000: INTRODUCTION TO EDUCATION

OAKLAND UNIVERSITY, SCHOOL OF EDUCATION AND HUMAN SERVICES,

TEACHER DEVELOPMENT AND EDUCATIONAL STUDIES

COURSE INFORMATION

COURSE NUMBER *1000,* **CRN 44140/44141 & 44142/44143**

FALL 2018, CLASS LOCATION (PH162), 1 CREDIT HOUR

TUESDAY/11:00 – 11:55 & 12:00 – 12:55/ SEPTEMBER – DECEMBER, 2018

Course description: An introduction to programs and opportunities for students considering teaching as a career. Career information, professional pathways for teachers, diversity in education, and examination of the profession of teaching are major course topics.

Course format: Course meets primarily in a traditional face-to-face meeting. There will be frequent online interaction including peer review and class forums.

PROFESSOR INFORMATION

Name: Dr. Anthony Tuf Francis

Office Location: Pawley Hall, 470E

My office hours are on Wednesday from 12 - 2 and by appointment.

You can reach me through email: akfranci@oakland.edu

Professor Expectations: Learning to teach in schools is a challenging and deeply rewarding endeavor. This class will start you on this adventure, but teaching is more of a journey than a destination. This course will help you explore some of the major topics, content areas, challenges, and aspects of the profession of education. In addition, this course will help establish a knowledge base for future professional learning in the program. You have already had experiences as students in school classrooms. But, learning to teach asks you to *reframe* those experiences, that is, to reconsider teaching and learning from "the other side of the desk." Our work together in this course is structured to provide you with information about the profession and some tools to help you teach effectively for student understanding.

LEARNING OUTCOMES

At the end of this semester, pre-service teachers should be able to:

- Explain different aspects of the profession and professional training
    - Content exams they must take
    - Programs OU offers
    - Job availability and salary
    - Means of assessing teacher effectiveness during their pre-service training and as inservice teachers
- Make informed and warranted decisions about critical choices in their professional training. These choices include
    - The subject matter on which they will focus (ELA, Social Studies, Science, Math, etc.).
    - The age group or level of school on which they will focus (early elementary, upper elementary, middle school, high school)
    - Describe the benefits and challenges of teaching in different kinds of schools (urban, rural, suburban)
- Describe the professional and ethical responsibilities teachers face every day.
- Perform a rudimentary analysis of their own efforts to explain a complex idea.

The InTASC Standards associated with this course are:

Standard #1: Learner Development
The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences
The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments
The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

Standard #9: Professional Learning and Ethical Practice
The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
Standard #10: Leadership and Collaboration

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

TEXTBOOKS AND MATERIALS

ALL COURSE MATERIAL POSTED ON HTTPS://MOODLE.OAKLAND.EDU/MOODLE/LOGIN/INDEX.PHP FOR THIS COURSE.

COUNCIL OF CHIEF STATE SCHOOL OFFICERS. (2011). INTASC MODEL CORE TEACHING STANDARDS: A RESOURCE FOR STATE DIALOGUE. RETRIEVED FEBRUARY 10, 2015 FROM HTTP://WWW.CCSSO.ORG/RESOURCES/PUBLICATIONS/INTASC_MODEL_CORE_TEACHING_STANDARDS_A_RESOURCE_FOR_STATE_DIALOGUE_%28APRIL_2011%29.HTML

STATE OF MICHIGAN. (2015). MICHIGAN DEPARTMENT OF EDUCATION: MICHIGAN ACADEMIC STANDARDS. RETRIEVED FEBRUARY 10, 2015 FROM HTTP://WWW.MICHIGAN.GOV/MDE/0,4615,7-140-28753_64839_65510---,00.HTML

NATIONAL GOVERNORS ASSOCIATION CENTER FOR BEST PRACTICES AND THE COUNCIL OF CHIEF STATE SCHOOL OFFICERS. (2010). COMMON CORE STATE STANDARDS. RETRIEVED FEBRUARY 13, 2015 FROM HTTP://WWW.CORESTANDARDS.ORG/READ-THE-STANDARDS/

ASSIGNMENTS - ASSIGNMENTS WITH APPROXIMATE VALUES ARE LISTED BELOW. COMPLETE DESCRIPTIONS AND SPECIFICATIONS WILL BE PROVIDED AT LEAST A WEEK IN ADVANCE AND DISCUSSED AS WE MOVE THROUGH THE TERM. THE FOLLOWING TOTAL 100%:

Completion of Weekly Agenda Items:	45
Readings, Reading Responses, Online Activities, Discussion Postings	
Why Teach? I (Initial written assignment)	5
Field Assignment	10
Why Teach? II (Final written assignment)	20
Class Participation and Attendance	20
TOTAL	**100**

OAKLAND UNIVERSITY GRADING SCALE

SCALE AS OF FALL 2018	PERCENTAGE OF TOTAL POINTS	OLD SCALE
A	94-100	4.0
A-	89-93	3.7
B+	87-88	3.3
B	84-86	3.0
B-	81-83	2.7
C+	78-80	2.3
C	74-77	2.0
C-	71-73	1.7
D+	68-70	1.3
D	65-67	1.0
F	0-64	0.0

Using Moodle and Other Technologies

[Indicate the degree to which your course will utilize Moodle and other technologies and what the instructions are for accessing these. Include additional policies for using Moodle as needed (e.g. frequency for logging in). Consider providing a demonstration.]

TECHNOLOGY BACK-UP PLAN
- In the event that your computer crashes or internet goes down, it is essential to have a "backup plan" in place where you are able to log in using a different computer or travel another location that has working internet.
- Any files you intend to use for your course should be saved to a cloud solution (Google Drive, Dropbox, etc.) and not to a local hard drive, USB stick or external disk. Saving files this way guarantees your files are not dependent on computer hardware that could fail.

TECHNOLOGY HELP
- For help using Moodle, use the Get Help link at the top of the Moodle page (moodle.oakland.edu).
- For access to technology and in-person assistance, call or visit the Student Technology Center (Link to Student Technology Center: https://www.oakland.edu/stc/).
- For general technology assistance, consult the OU Help Desk (Link to Help Desk: https://www.oakland.edu/helpdesk/).

RESPECT RULES OF NETIQUETTE

    a. Respect your peers and their privacy.

    b. Use constructive criticism.

    c. Refrain from engaging in inflammatory comments.

CLASSROOM AND UNIVERSITY POLICIES

CLASSROOM BEHAVIOR

1. ***ACADEMIC CONDUCT POLICY.*** All members of the academic community at Oakland University are expected to practice and uphold standards of academic integrity and honesty. Academic integrity means representing oneself and one's work honestly. Misrepresentation is cheating since it means students are claiming credit for ideas or work not actually theirs and are thereby seeking a grade that is not actually earned. Following are some examples of academic dishonesty:

    d. **Cheating.** This includes using materials such as books and/or notes when not authorized by the instructor, copying from someone else's paper, helping someone else copy work, substituting another's work as one's own, theft of exam copies, falsifying data or submitting data not based on the student's own work on assignments or lab reports, or other forms of misconduct on exams.

    e. **Plagiarizing the work of others.** Plagiarism is using someone else's work or ideas without giving that person credit; by doing this, students are, in effect, claiming credit for someone else's thinking. Both direct quotations and paraphrases must be documented. Even if students rephrase, condense or select from another person's work, the ideas are still the other person's, and failure to give credit constitutes misrepresentation of the student's actual work and plagiarism of another's ideas. Buying a paper or using information from the World Wide Web or Internet without attribution and handing it in as one's own work is plagiarism.

    f. **Falsifying records** or providing misinformation regarding one's credentials.

    g. **Unauthorized collaboration** on computer assignments and unauthorized access to and use of computer programs, including modifying computer files created by others and representing that work as one's own.

    For more information, review OU's Academic Conduct Regulations. (Link to Academic Conduct Regulations: https://www.oakland.edu/deanofstudents/policies/)

2. ***BEHAVIORAL CODE OF CONDUCT.*** Appropriate behavior is required in class and on campus. Disrespectful, disruptive and dangerous behavior are not conducive to a positive learning environment and may result in consequences. Core Standards for Student Conduct at OU includes

    a. **Integrity.** See academic conduct policy points above.

    b. **Community.** Policies regarding disruptive behavior, damage and destruction, weapons, and animals.

    c. **Respect.** Policies regarding harassment, hazing, and [sexual misconduct](#) (Link to Sexual Misconduct policy: https://www.oakland.edu/policies/health-and-safety/625/)

    d. **Responsibility**. Policies regarding alcohol, drugs, and other substances

See the **[Student Code of Conduct](#)** for details. (Link to Student Code of Conduct: https://www.oakland.edu/deanofstudents/student-code-of-conduct/philosophy-and-purpose/)

Accommodation and Special Considerations

Oakland University is committed to providing everyone the support and services needed to participate in their courses. Students with disabilities who may require special accommodations should make an appointment with campus [Disability Support Services](#) (DSS). If you qualify for accommodations because of a disability, please submit to your professor a letter from Disability Support Services in a timely manner (for exam accommodations provide your letter at least one week prior to the exam) so that your needs can be addressed. DSS determines accommodations based on documented disabilities. Contact DSS at 248-370-3266 or by e-mail at dss@oakland.edu.

For information on additional academic support services and equipment, visit the [Study Aids](#) webpage of Disability Support Services website. (Link to Disability Support Services website: https://www.oakland.edu/dss/)

ATTENDANCE POLICY

You are expected to attend every class and come prepared to participate. While this aspect of responsibility is important for what it signals in terms of professionalism (see below), as students of education you are aware that participation and preparation have further, more important implications for a learner's development. Much of our learning will take place through interactions in class. By engaging with each other in discussions, explanations, critiques, and clarifications we contribute to our own and each other's understandings. The richness of this learning community is something to which we all have the responsibility to contribute; all of your interactions in class should be responsible, timely, thoughtful, and respectful. Participation is not limited to how often you talk or raise questions in class, it also reflects the thoughtfulness of your contributions, as well as being an active listener– tuned in and respectful of others' comments and questions. Meaningful class participation is an important aspect of your final grade. You may be asked to self-assess your participation during the semester. Teacher candidates must communicate with their instructor and their field placement mentor about any absences.

All absences count against your final grade (Excused absences: 2 points for full session, 1 points for ½ class or for tardy. Unacceptable absences: 4 points for full session, 2 points for 1/3 class or tardy). Excused absences are those for which you have a valid excuse with documentation and (1) you notify me in advance of class (by 4pm on the day of class so I can record the class for you); (2) you complete an outline from the recording of class; and (3) you complete all assignments from the class session. If you know you are going to miss a class, talk with me prior to that time so I can record the class session for you (of which you will submit a full outline of the course). Help me understand why the absence is necessary. Also, make a plan to get the information from that class. You alone are responsible for all content/assignments for the classes that you miss. If an emergency occurs, try to call me at the phone numbers above and leave a voice mail message. In any event, communicate with me as soon as possible so I can audio record the class for you.

Absences for which you have not pre-notified me or absences that are not considered valid become "unacceptable" absences. Unacceptable absences will have a stronger negative impact on your grade: two unacceptable absences can result in a 0.0 grade for the course. In addition, three absences(with valid excuses or not) from the class will significantly lower your grade and even cause you to have to retake the course. Finally, multiple instances of lateness to class can also significantly lower your grade.

Important - Use of cell phones, laptops, or any other electronic device during class for entertainment purposes can negatively affect your grade. Please be professional and respectful to your peers and instructors when using technology in class.

EXCUSED ABSENCE POLICY
This policy for university excused absences applies to participation as an athlete, manager or student trainer in NCAA intercollegiate competitions, or participation as a representative of Oakland University at academic events and artistic performances approved by the Provost or designee. A student must notify and make arrangements with the professor in advance. For responsibilities and procedures see Academic Policies and Procedures. (Link to Academic Policies and Procedures: https://www.oakland.edu/deanofstudents/conduct-regulations/)

RELIGIOUS OBSERVANCES
Student should discuss with professor at the beginning of the semester to make appropriate arrangements. Although Oakland University, as a public institution, does not observe religious holidays, it will continue to make every reasonable effort to help students avoid negative academic consequences when their religious obligations conflict with academic requirements.

See The OU Diversity Calendar for more information. (Link to calendar: https://www.oakland.edu/diversity/calendar/)

ADD/DROPS

The university policy will be explicitly followed. It is the student's responsibility to be aware of deadline dates for dropping courses and officially drop the course. (Link to deadlines for dropping courses: https://www.oakland.edu/registrar/registration/dropornot/)

FACULTY FEEDBACK: OU EARLY ALERT SYSTEM

As a student in this class, you may receive "Faculty Feedback" in your OU e-mail if your professor identifies areas of concern that may impede your success in the class. Faculty Feedback typically occurs during weeks 2-5 of the Fall and Winter terms, but may also be given later in the semester and more than once a semester. A "Faculty Feedback" e-mail will specify the area(s) of concern and recommend action(s) you should take. Please remember to check your OU email account regularly as that is where it will appear. This system is to provide early feedback and intervention to support your success.

EMERGENCY PREPAREDNESS

In the event of an emergency arising on campus, the professor will notify you of actions that may be required to ensure your safety. It is the responsibility of each student to understand the evacuation and "lockdown" guidelines to follow when an emergency is declared. These simple steps are a good place to start:

- OU uses an emergency notification system through text, email, and landline. These notifications include campus closures, evacuation, lockdowns and other emergencies. Register for Emergency Notification. (Link to register for emergency notification: https://oupolice.com)
- Based on the **class cellphone policy**, ensure that one cellphone is on in order to receive and share emergency notifications with the professor in class.
- If an emergency arises on campus, call the OUPD at **248-370-3331**. Save this number in your phone, and put it in an easy-to-find spot in your contacts.
- Review protocol for evacuation, lockdown, and other emergencies via the classroom's red books (hanging on the wall) and at Oakland University Police Department's Emergency Management webpage. (Link to emergency management webpage: https://oupolice.com/em/)
- Review with the professor and class what to do in an emergency (evacuation, lockdown, snow emergency).

TENTATIVE COURSE SCHEDULE (LIST FORMAT & TABLE FORMAT)

LIST FORMAT

WEEK 1, (9/11)

INTRODUCTION TO EDUCATION.

> CONTENT: WHY TEACH?
>
> READINGS DUE: NONE
>
> ASSIGNMENTS DUE: NONE

WEEK 2, (9/18) - I. CAREER INFORMATION

> CONTENT: **HOW DO I BECOME A TEACHER?** (PROGRAM ENTRANCE, PROGRAMS AT OU, SALARIES, JOB AVAILABILITY)
>
> READINGS DUE: TBD
>
> ASSIGNMENTS DUE: REFLECTIONS FROM WEEK 1

WEEK 3, (9/25) - I. CAREER INFORMATION

> CONTENT: **WHAT TRACKS ARE POSSIBLE?** (TEACHING, ADMINISTRATION, HIGHER EDUCATION, SPECIALISTS (READING, ART, ETC.), NON-TRADITIONAL PATHWAYS)
>
> READINGS DUE: TBD
>
> ASSIGNMENTS DUE: REFLECTIONS FROM WEEK 2

WEEK 4, (10/2) - III. CAREER PATHS

> CONTENT: **WHAT AGE SHOULD I CHOOSE?** (SECONDARY VS. ELEMENTARY)
>
> READINGS: TBD
>
> ASSIGNMENTS DUE: READING REFLECTIONS FROM WEEK 3

WEEK 5, (10/9) – III. CAREER PATHS

CONTENT: **WHAT DOES IT MEAN TO TEACH CONTENT? (**THE SUBJECT AREAS AND JOB AVAILABILITY: ENGLISH AND SOCIAL STUDIES)

READINGS DUE: TBD

ASSIGNMENTS DUE: REFLECTIONS FROM WEEK 4

WEEK 6, (10/16) – III. CAREER PATHS

CONTENT: **WHAT DOES IT MEAN TO TEACH CONTENT?** (THE SUBJECT AREAS AND JOB AVAILABILITY: MATHEMATICS AND SCIENCE)

READINGS DUE: TBD

ASSIGNMENTS DUE: REFLECTIONS FROM WEEK 5

WEEK 7, (10/23) – III. TEACHING AS A PROFESSION

CONTENT: **WHAT DOES IT MEAN TO BE A PROFESSIONAL?** (PROFESSIONAL LEARNING AND USING EVIDENCE TO EVALUATE OUR OWN PRACTICE)

READINGS DUE: TBD

ASSIGNMENTS DUE: REFLECTIONS FROM WEEK 6

WEEK 8, (10/30) – III. TEACHING AS A PROFESSION

CONTENT: **WHAT IS ETHICAL PRACTICE IN TEACHING?** (THE EFFECTS OF A TEACHER'S CHOICES ON OTHERS-LEARNER, FAMILIES, AND THE COMMUNITY)

READINGS DUE: TBD

ASSIGNMENTS DUE: REFLECTIONS FROM WEEK 7

WEEK 9, (11/6) – III. TEACHING AS A PROFESSION

CONTENT: **WHAT DISPOSITIONS SHOULD ALL TEACHERS POSSESS? HOW CAN WE DEVELOP THESE?** (GROWING AS A PROFESSIONAL)

READINGS DUE: TBD

ASSIGNMENTS DUE: REFLECTIONS FROM WEEK 8

WEEK 10, (11/13) – III. TEACHING AND LEARNING

CONTENT: **WHAT ARE STANDARDS MEASURE TEACHING? HOW CAN WE MEASURE OUR OWN TEACHING?**

READINGS DUE: TBD

ASSIGNMENTS DUE: READING REFLECTIONS FROM WEEK 9

WEEK 11, (11/20) – III. TEACHING AND LEARNING

CONTENT: **TEACHING IN URBAN, RURAL, OR SUBURBAN ENVIRONMENTS**

READINGS DUE: TBD

ASSIGNMENTS DUE: READING REFLECTIONS FROM WEEK 10

WEEK 12, (11/27) – III. TEACHING AND LEARNING

CONTENT: **WHAT ARE STANDARDS FOR STUDENT LEARNING?** WHAT ARE STANDARDS AND WHERE ARE THEY HEADED?

READINGS DUE: TBD

ASSIGNMENTS DUE: READING REFLECTIONS FROM WEEK 11

WEEK 13, (12/4) – FINAL CLASS AND PRESENTATIONS

CONTENT: WHY TEACH?

READINGS DUE: NONE

ASSIGNMENTS DUE: FINAL PRESENTATIONS

SCHEDULE: TABLE FORMAT

Session	Date	Module	Topic/ Driving Question
1	September 11	Introduction	**Why Teach?**
2	September 18	I. Career Information	**How do I become a teacher?** Program entrance exams, programs at OU, salaries, job availability
3	September 25	I. Career Information	**What tracks are possible?** Teaching, administration, higher education, specialists (reading, art, etc.), non-traditional pathways
4	October 2	II. Career Paths	**What age should I choose?** Secondary vs. Elementary and job availability
5	October 9	II. Career Paths	**What does it mean to teach content?** The content disciplines (subject areas) and job availability: English and Social Studies

6	October 16	II. Career Paths	**What does it mean to teach content?** The content disciplines (subject areas) and job availability: Science and math
7	October 23	III. Teaching as a Profession	**What does it mean to be a professional?** Professional learning and using evidence to evaluate our own practice.
8	October 30	III. Teaching as a Profession	**What is ethical practice in teaching?** The effects of a teacher's choices on others (learner, families, and the community)
9	November 6	III. Teaching as a Profession	**What dispositions should all teachers possess? How can we develop these?** Growing as a professional
10	November 13	III. Teaching and Learning	**What are standards measure teaching? How can we measure our own teaching?**
11	November 20	III. Teaching and Learning	**How do students learn? Teaching in urban, rural, suburban**
12	November 27	III. Teaching and Learning	**What are standards for student learning?** Where are standards going?
13	December 4	Final Class and Presentations	**So…Why Teach?**